CHAPTER I

INTRODUCTION

A. Background of Study

One of the aims of education is to train students to think, by writing they can express their thoughts and ideas effectively. Writing is one of the skills to communicate through written media. Writing is a form of communication that can express feelings and ideas on paper through the medium of characters which function to transform knowledge and beliefs into convincing arguments. Writing is a more enduring form of communication than spoken words, making it an ideal choice for note-taking, so that information can be referred to repeatedly and stored for a long period of time.[1]

Writing is one of the four basic skills in learning a foreign language besides listening, speaking, and reading. Writing is a complex skill, because writing not only produces sentences but is also a way of combining these sentences into coherent and clear text. In writing, students must also master grammar, and have a lot of vocabulary, conjunctions, punctuation, spelling, and mechanical writing.

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[1] Diana Williams, *Writing Skills in Practice* (London: Jessica Kingsley, 2006), 11.

Descriptive text is one type of text that must be mastered by first-grade students at MTSN 1 Kabupaten Serang. Descriptive text is text that describes something, such as people, places, animals or events, in broad terms,[2] which is intended to convey meaning to the reader through sensory details and provide an overview to the reader so they can visualize the topic. Descriptive text is a basic material for improving students' writing skills, and it is believed that descriptive text is a way of learning English and is very valuable at the beginner level.

The researcher conducted interviews with teachers and students about learning descriptive text-writing skills at MTSN 1 Kabupaten Serang. It can be said, that even though writing descriptive text looks easier than other types of text, it is still found that students make mistakes in writing descriptive text in English, because: first, students lack understanding and structure in writing descriptive text, second, students still have difficulty to describe their ideas in a sentence, third, students feel less motivated in learning to write by using conventional learning methods.

Based on the problems in writing the descriptive text above, the researcher concluded that writing skills are difficult because there are

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[2] Tiur Asih Siburian, 'Improving Students' Achievement in Writing Descriptive Text Through Questioning Technique', *Journal of English Language Teaching of FBS-Unimed*, 2.4 (2013), 30–43.

many aspects that must be considered, such as text structure, writing mechanics, and mastery of understanding, which makes it difficult for them to describe something in writing. There are three stages in writing, namely planning, compiling, and revising.

With the explanation above, the author feels the need for a new learning model or method that has never been done before which it is hoped will be easier for students to understand and can arouse students' learning motivation in learning English. The learning model implemented in teaching and learning activities is to make it easier for students and make the learning atmosphere enjoyable because the use of appropriate learning models is one of the determinants of success which is expected to increase learning motivation and learning outcomes.

Based on the problems above, the author decided to use the Picture Word Inductive Model (PWIM) which was developed by Emily F. Calhoun in 1999. The Picture Word Inductive Model (PWIM) focuses on learning to read and write through inquiry. Teaches students how to learn to read and comprehend their writing with an inquiry-oriented language arts approach that uses pictures containing familiar

objects and actions to elicit words from the students' own vocabulary which will then be translated into writing.[3]

A picture can contribute to interest and motivation towards language learning material compared to boring complete texts, and can stimulate a person's thinking when looking at pictures and provide encouragement to build ideas based on the picture they see. Researchers assume that using the Picture Word Inductive Model (PWIM) will provide good results in improving students' writing understanding of descriptive text material because by looking at pictures students will be able to illustrate their thoughts and can express them in good writing.

Based on the reasons above, the researcher wants to conduct research on writing comprehension with the title "**The Effectiveness of the Picture Word Inductive Model (PWIM) on Students' Writing Skill in Descriptive Text (A Quasi-Experiment in First Grade at MTSN 1 Kabupaten Serang**)"

B. Identification of Problem

Based on the background above, it can be concluded that the identification of the problem is as follows:

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[3] Emily F Calhoun, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model* (Danvers: Acsd Publication, 1999), 3.

1. Students lack of vocabulary and structure in writing descriptive text

2. Students have difficulty describing ideas for composing in writing

3. Students lack motivation in writing activities.

C. Scope and Limitation of the Research

Based on the help of the above problems, this research is limited to focus on investigating the Effectiveness of Using the Picture Word Inductive Model (PWIM) on Students' Writing Descriptive Text at MTSN 1 Kabupaten Serang.

D. Formulation of Problem

Based on this study's background, the researcher focuses on the question: "Is there any significant effect of the Picture Word Inductive Model (PWIM) on Students' Writing Skills in Descriptive Text of First Grade at MTSN 1 Kabupaten Serang?"

E. Objectives of Study

The objectives of study is expected to find out whether there is any significantly effectiveness of Word Picture Inductive Model (PWIM) on Students' Writing Skills in Descriptive Texts of First Grade at MTSN 1 Kabupaten Serang.

F. Significant of Study

The result of this study are expected to give some benefit not only theoretically but also practically.

1. Theoretical Benefits

This research is expected to enhance the theory of teaching technique in English, and experiment different technique concerning teaching writing.

2. Practical Benefits

The result of this research will be expected to give precious contributions especially to students, teachers, and next researcher.

a. For Students

This research is expected to enrich students' writing skills through the Picture Word Inductive Model (PWIM).

b. For Teachers

This research is expected to be useful in providing input to subject teachers in honing students' writing skills.

c. For Next Researcher

This research also expected to be used for other researcher to conduct research about writing skill.

G. Previous Study

First**,** from Happy Lailatul Rohmah in 2017 entitled The Effect Of Using Picture Word Inductive Model (PWIM) On Students' Vocabulary Mastery To The Seventh Grade Students At SMPN 1 Balong In Academic Year 2016/2017.[4] This research uses a quasi-experiment. The result of t-test calculation that t-value>t table (t-value = 4.05; t table = 2.01). So, students using the Picture Word Inductive Model (PWIM) have a better score than students not using the Picture Word Inductive Model (PWIM). So, Picture Word Inductive Model (PWIM) has an effect in teaching vocabulary to improve students' vocabulary mastery at the seventh grade students of SMPN 1 Balong.

Second, from Eges Triwahyuni, I Nyoman Sudana Degeng, Punaji Setyosari, and Dedi Kuswandi in 2020 entitled The Effects Of Picture Word Inductive Model (PWIM) Toward Student's Early Reading Skills Of First Grade In The Primary School.[5] This research uses a quasi-experimental control group pretest-posttest design. The results of the study acknowledged the significant difference in reading

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[4] Happy Laila Rohmah, 'The Effectiveness Of Using Pictute Word Inductive Model (PWIM) In Improve The Students' Vocabulary Mastery", (Skripsi, Faculty of Education and Teacher Training, IAIN Ponorogo, 2017), 87-88.

[5] Eges Triwahyuni and others, 'The Effects of Picture Word Inductive Model (PWIM) toward Student's Early Reading Skills of First-Grade in the Primary School', *Elementary Education Online*, 19.3 (2020), 23–26.

skills toward early reading skills. Picture Word Inductive Model (PWIM) posed a significant influence on the early reading skills of primary students, compared to conventional teaching using textbooks.

Third, from Siti Apiah Yustiani in 2016 entitled The Effectiveness Of Picture Word Inductive Model (PWIM) On Students' Skill In Writing Recount Text.[6] This research uses a quantitative approach that was dealing with the experimental method. Then, the result of t-test calculation is 2.39. It means that the value of to $t_{observation}$ is higher than t_{table} or 2.39>1.67. So, students the use of Picture Word Inductive Model (PWIM) is effective because the researcher found a better significant difference between the experimental class and the control class in students' skill in writing recount text to the eighth-grade students at SMP Negeri 3 Tangerang.

Based on previous research, this research follows the same methodology as the Picture Word Inductive Model (PWIM). Meanwhile, the reasons this research is different from previous research are:

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[6] Siti Apiah Yustiani, 'The Effectiveness Of Picture Word Inductive Model (PWIM) On Students ' Skill In Writing Recount Text″, (Skripsi, Faculty of Education and Teacher Training, UIN Jakarta, 2016), 39-44.

1. The first previous study focused on mastering understanding, while in this research the focus was on writing descriptive text.

2. The second previous study focused on reading comprehension research at the elementary school level, whereas this research focused on helping students write descriptive texts at the junior high school level.

3. The third previous study focused on writing recount texts at level 2nd of junior high school, whereas in this study it helps students at first level in junior high school in writing descriptive texts,

   Based on the research results, it is proven that the researcher shows that the Picture Word Inductive Model (PWIM) strategy can help students develop their previous knowledge and develop their ideas in writing.

H. The Organization of Writing

This paper is divided into five chapters, which contains several points that describe the chapter.

Chapter I is Introduction. It consist of Background of The Study, Identification of Problem, Limitation of the Research, Statement of the Problem, Objective of the Study, Significant of Study, Previous Study, and Organization of Writing.

Chapter II is Theoretical Framework. The first part is consist of Writing which discusses about Definition, Purpose, Process, Requirement and Assessment of writing, second part consist about Descriptive Text, and the third part consist of Picture Word Inductive Models (PWIM) which discusses about definition, advantages and disadvantages and procedures of "PWIM".

Chapter III Research Methodology. It present research methodology which discusses about method of research, place and time of research, population and sample, research instrument, The technique of Data Collection, and Technique of Data Analysis.

Chapter IV Research Finding. This chapter consist of the Description of Data, Analysis of Data and Interpretation of Data.

Chapter V Conclusion and Suggestions. This is the last chapter which The present the conclusion about the discussion and some suggestion that maybe useful for the teacher, student, and school.